

CLARENDON 3 SCHOOL DISTRICT

P.O. Drawer 270
Turbeville, SC 29162

GRADES PK-12

ENROLLMENT 1,280 Students

SUPERINTENDENT Mary Rice-Crenshaw 843-659-2188

BOARD CHAIR Dr. George Green 843-659-2137

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	12	9	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	No

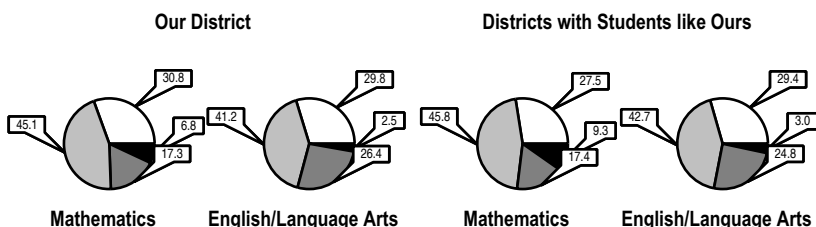
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

83.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	81.5	N/A	N/A	74.2	N/A	N/A
Passed 1 subtest	12.3	N/A	N/A	13.8	N/A	N/A
Passed no subtests	6.2	N/A	N/A	12.0	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.5	12.6
Seniors who met the SAT/ACT requirement	4.5	12.8
Seniors who met the grade point average	43.9	48.6

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	606	99.0	29.8	41.2	26.4	2.5	29.0
Gender							
Male	305	98.7	35.5	42.7	21.2	0.7	21.8
Female	301	99.3	24.2	39.7	31.6	4.4	36.0
Racial/Ethnic Group							
White	361	99.2	18.9	43.8	33.3	4.0	37.3
African-American	218	100.0	43.7	39.4	16.4	0.5	16.9
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	24	87.5	70.0	20.0	10.0	0.0	10.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	521	98.9	22.7	44.9	29.4	3.0	32.4
Disabled	85	100.0	72.6	19.0	8.3	0.0	8.3
Migrant Status							
Migrant	11	81.8	88.9	0.0	11.1	0.0	11.1
Non-Migrant	595	99.3	28.9	41.8	26.7	2.6	29.3
English Proficiency							
Limited English Proficient	15	86.7	76.9	15.4	7.7	0.0	7.7
Non-Limited English Proficient	591	99.3	28.8	41.8	26.9	2.6	29.5
Socio-Economic Status							
Subsidized meals	367	98.6	41.0	39.0	18.0	2.0	19.9
Full-pay meals	238	99.6	12.8	44.4	39.3	3.4	42.7
Mathematics							
All Students	606	99.3	30.8	45.1	17.3	6.8	24.1
Gender							
Male	305	99.3	34.5	43.0	15.4	7.2	22.5
Female	301	99.3	27.3	47.1	19.2	6.4	25.6
Racial/Ethnic Group							
White	361	99.2	19.8	48.6	21.5	10.2	31.6
African-American	218	100.0	47.4	39.4	11.3	1.9	13.1
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	24	95.8	50.0	40.0	10.0	0.0	10.0
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	521	99.2	23.7	48.8	19.6	7.9	27.5
Disabled	85	100.0	73.8	22.6	3.6	0.0	3.6
Migrant Status							
Migrant	11	100.0	55.6	44.4	0.0	0.0	0.0
Non-Migrant	595	99.3	30.5	45.1	17.6	6.9	24.4
English Proficiency							
Limited English Proficient	15	100.0	53.8	38.5	7.7	0.0	7.7
Non-Limited English Proficient	591	99.3	30.3	45.2	17.5	6.9	24.4
Socio-Economic Status							
Subsidized meals	367	99.2	41.3	41.9	14.6	2.2	16.9
Full-pay meals	238	99.6	15.0	50.0	21.4	13.7	35.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	99	99.0	19.6	51.1	27.2	2.2	29.3
	Grade 4	101	99.0	34.4	36.5	28.1	1.0	29.2
	Grade 5	113	100.0	32.4	50.0	17.6	N/A	17.6
	Grade 6	112	98.2	34.0	44.7	20.4	1.0	21.4
	Grade 7	103	100.0	38.7	52.7	8.6	N/A	8.6
	Grade 8	103	100.0	34.1	52.7	13.2	N/A	13.2
2004	Grade 3	86	98.8	14.1	32.9	44.7	8.2	52.9
	Grade 4	97	100.0	16.5	41.2	39.2	3.1	42.3
	Grade 5	95	100.0	30.5	44.2	23.2	2.1	25.3
	Grade 6	115	97.4	40.2	38.4	20.5	0.9	21.4
	Grade 7	113	99.1	33.9	43.8	21.4	0.9	22.3
	Grade 8	100	99.0	38.4	48.5	12.1	1.0	13.1

Mathematics								
2003	Grade 3	99	100.0	22.6	59.1	17.2	1.1	18.3
	Grade 4	101	100.0	26.8	39.2	19.6	14.4	34.0
	Grade 5	113	100.0	28.7	40.7	22.2	8.3	30.6
	Grade 6	112	99.1	35.6	39.4	16.3	8.7	25.0
	Grade 7	103	100.0	47.3	39.8	9.7	3.2	12.9
	Grade 8	103	98.1	53.3	41.1	3.3	2.2	5.6
2004	Grade 3	86	98.8	20.0	61.2	14.1	4.7	18.8
	Grade 4	97	100.0	18.6	49.5	24.7	7.2	32.0
	Grade 5	95	100.0	29.5	43.2	16.8	10.5	27.4
	Grade 6	115	98.3	41.6	26.5	25.7	6.2	31.9
	Grade 7	113	99.1	33.0	44.6	13.4	8.9	22.3
	Grade 8	100	100.0	40.0	50.0	7.0	3.0	10.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	86	96.5	13.3	26.5	33.7	26.5	60.2
Gender							
Male	43	97.7	11.9	28.6	38.1	21.4	59.5
Female	43	95.3	14.6	24.4	29.3	31.7	61.0
Racial/Ethnic Group							
White	59	96.6	7.0	22.8	35.1	35.1	70.2
African-American	26	100.0	26.9	34.6	30.8	7.7	38.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	76	96.1	4.1	27.4	38.4	30.1	68.5
Disabled	10	100.0	80.0	20.0	N/A	N/A	N/A
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	85	97.6	13.3	26.5	31.3	26.5	60.2
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	85	97.6	13.3	26.5	33.7	26.5	60.2
Socio-Economic Status							
Subsidized meals	41	95.1	25.6	25.6	30.8	17.9	48.7
Full-pay meals	45	97.8	2.3	27.3	36.4	34.1	70.5

Mathematics							
All Students	86	96.5	15.7	36.1	31.3	16.9	48.2
Gender							
Male	43	97.7	16.7	31.0	33.3	19.0	52.4
Female	43	95.3	14.6	41.5	29.3	14.6	43.9
Racial/Ethnic Group							
White	59	96.6	10.5	29.8	36.8	22.8	59.6
African-American	26	100.0	26.9	50.0	19.2	3.8	23.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	76	96.1	9.6	37.0	34.2	19.2	53.4
Disabled	10	100.0	60.0	30.0	10.0	N/A	10.0
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	85	97.6	15.7	36.1	31.3	16.9	48.2
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	85	97.6	15.7	36.1	31.3	16.9	48.2
Socio-Economic Status							
Subsidized meals	41	95.1	28.2	38.5	28.2	5.1	33.3
Full-pay meals	45	97.8	4.5	34.1	34.1	27.3	61.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	80	90.0%	66	4.5%	83	77.1%	N/A
Gender							
Male	41	95.1%	34	0.0%	40	77.5%	
Female	39	84.6%	32	9.4%	43	76.7%	
Racial/Ethnic Group							
White	50	96.0%	37	8.1%	47	91.5%	
African American	29	79.3%	27	0.0%	35	57.1%	
Asian/Pacific Islander	N/A	N/A	1	I/S	N/A	N/A	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	76	93.4%	66	4.5%	76	82.9%	
Disabilities other than speech	4	I/S	0	N/A	7	14.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	80	90.0%	66	4.5%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	1	I/S	0	N/A	
Non-LEP	80	90.0%	65	4.6%	83	77.1%	
Socio-Economic Status							
Subsidized meals	32	84.4%	23	0.0%	38	60.5%	
Full-pay meals	48	93.8%	43	7.0%	45	91.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	90.0%	94.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	83	395
Number of Diplomas	64	300
Rate	77.1%	75.3%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	475	474	453	476	928	950
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.7	17.5	16.8	17.8	17.8	17.1	18.2	17.3	18.0	17.6
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,280)				
First graders who attended full-day kindergarten	99.1%	N/C	97.6%	97.2%
Retention rate	2.8%	Down from 3.6%	5.4%	5.3%
Attendance rate	98.4%	Up from 96.1%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%		6.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		5.6%	5.1%
Eligible for gifted and talented	8.2%	Down from 9.8%	11.3%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 9.0%	12.2%	10.9%
Older than usual for grade	5.8%	Down from 6.5%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 7.1%	1.0%	1.1%
Enrolled in AP/IB programs	5.1%	Up from 0.0%	8.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	30	Down from 43	139	157
Completions in adult education GED or diploma programs	5	Up from 3	40	39
Annual dropout rate	0.6%	Down from 0.9%	3.4%	2.9%
Teachers (n= 78)				
Teachers with advanced degrees	51.3%	Up from 39.5%	46.8%	50.0%
Continuing contract teachers	11.5%	Down from 65.4%	86.5%	84.6%
Highly qualified teachers**	92.2%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	3.9%		4.2%	4.4%
Teachers returning from previous year	91.5%	Down from 94.2%	89.2%	89.9%
Teacher attendance rate	94.6%	Down from 95.1%	94.7%	94.7%
Average teacher salary	\$38,924	Up 3.8%	\$39,577	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.4%	0.3%
Prof. development days/teacher	13.3 days	Up from 8.5 days	12.2 days	12.0 days
District				
Superintendent's years at district	0.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 22.7 to 1	20.6 to 1	21.0 to 1
Prime instructional time	92.3%	Up from 90.4%	89.7%	89.5%
Dollars spent per pupil*	\$6,057	Down 13.9%	\$7,135	\$7,217
Percent of expenditures for teacher salaries*	56.8%	No change	56.6%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	98.2%	Up from 97.6%	97.4%	97.3%
Number of schools	2	Down from 3	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	Down from 1.2%	2.0%	4.3%
Average age in years of school facilities	34	Up from 33	24	26
Number of schools with SACS accreditation	1	Up from 0	10	8
Average administrator salary	\$54,504		\$65,891	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	0.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

Clarendon District #3 is committed to serving the students and families of our district with challenging and innovative programs. The key to success in this district is the commitment shown by teachers, support staff, administrators, school board members, and the community at large.

The East Clarendon community is committed to excellence. Employees of the school district spend long hours planning for a strong instructional program for all grade levels. Efforts to maintain an open and welcoming atmosphere at all schools in the district guide the establishment of policies that encourage the friendly atmosphere while at the same time focusing on the safety of the students served on our district campuses.

Instructional staff members throughout the school district constantly review the effectiveness of teaching strategies and persistently revise those strategies when needed, to assure the opportunity for success by our students.

Members of the Clarendon Three educational community are not afraid of hard work. They want what is best for students. They strongly encourage all students to develop the work skills needed to achieve academic success.

The job of educating students is a big one that cannot be completed by the district's educators alone. The task of educating students requires total cooperation among all who have an effect on the student learning process - the school district staff, the parents of our students, and the students themselves. Your continued support of our school district is appreciated.